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ABSTRACT

The purpose of this booklet is to provide literacy instructors and tutors with information on adults with learning disabilities and their needs within literacy programs. It defines learning disabilities and describes characteristics of adults with learning disabilities, emphasizing that, for tutors, the issue is how to determine whether the problems demonstrated by the student come from a lack of instruction or from identifiable learning disabilities. Types of assessment are discussed, including formal assessments, school records, informal assessments, and determination of learning strengths and needs. Learning styles or preferences are noted, along with their assessment. Tips on instructional accommodations are listed, including general techniques and techniques that capitalize on visual strengths, auditory strengths, and kinesthetic and tactile strengths. A list of resources, including print materials, videos, and organizations and agencies, is provided. Appendixes contain the Academic Assessment Instrument for Literacy Students and a list of common approaches to teaching reading in literacy programs. (7 references) (JDD)

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A Learning Disabilities Digest for Literacy Providers

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Learning Disabilities Association of America

What Are Learning Disabilities
Characteristics of Adults with Learning Disabilities
Assessment
Learning Styles or Preferences
Tips for Literacy Providers - Instructional Accommodations
Resources
References

EC300932

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A Message from the White House

THE WHITE HOUSE

Dear Friends,

I am delighted to send greetings to the readers of A Learning Disability Digest for Literacy Providers. What a welcome and needed addition to the libraries of adult educators, and how pleased I am to know that such a useful tool is now available to help adult learners with special needs.

As an ardent advocate for literacy -- and the mother of a dyslexic son -- I've been made well aware of the connection between learning disabilities and literacy problems, and I know how vitally important it is for adult and special educators to share their knowledge with one another for the sake of their students. This little book can help literacy providers take the first, crucial steps toward recognizing and dealing with learning disabilities that may be impeding the progress of learners, and I hope all of you will be able to put it to the best possible use.

My grateful thanks to the Learning Disabilities Association of America for making yet another valuable contribution to the cause we all share, and my very best wishes to each and every one of you who is working to help others reach their full potential.

Warmly,

Barbara Bush

"The first indicator that the problem may be more complex than a simple lack of instruction is the level of frustration felt by both the instructor and the student."

Introduction

The purpose of this booklet is to provide literacy instructors and tutors with pertinent and concise information on adults with learning disabilities and their needs within literacy programs. Thousands of literacy programs across the country, including Adult Basic Education/GED programs, workplace literacy programs, and the many other public or private efforts, are giving an estimated 17 to 65 million illiterate persons in this country new opportunities not only to learn but also to increase their earning potential and achieve their goals.

The relationship between reading difficulties and the high incidence of learning disabilities among participants in literacy programs has been recognized frequently in recent practice and research. Persons with learning disabilities appear in literacy programs at all levels of proficiency. Some are functionally literate, reading at the 8th grade level. Others have attained only basic skills, reading and writing at the 5th grade level. Still others can read and comprehend very little or not at all. Many individuals are identified as having learning disabilities as youngsters, some are identified as adults, but a

significant percentage of individuals who have difficulty in learning never suspect their learning problems to be the result of a specific condition that can be identified and addressed. They may not understand that this condition is widely recognized and is shared by a variety of successful and notable people such as Greg Louganis, Nelson Rockefeller, Thomas Edison, Bruce Jenner, Cher, Tom Cruise, and Whoopie Goldberg.

Since 1976, Public Law 94-142 has supported the provision of appropriate individualized education programs in public schools at the elementary and secondary levels. Students who went through the educational system before 1976, however, may not have had the benefit of support programs in the schools. The lack of such programs have significantly impacted on the way those students view themselves and on their skill levels. Remediation, instruction on how to learn, training in learning strategy techniques, and the implementation of classroom modifications, along with support and encouragement from parents and teachers, have helped many students become more efficient and effective in the classroom and in other aspects of life.

Although a significant number of adults with learning disabilities go quietly about their lives, all will not necessarily be well. For students who either were not identified or for some reason did not receive appropriate intervention, struggles with academics, drugs, alcohol, the law, and staying in school all reflect poor self-esteem and can be precursors of a lifelong pattern of difficulties. We now know that children with learning disabilities become adults with learning disabilities. Because some of these individuals re-enter the educational system as adults, instructors, particularly in literacy programs, must recognize that these students' educational needs may require a variety of responsive techniques. For those individuals who did not learn adequate coping strategies and did not learn the necessary academic skills in their school years, literacy programs offer a viable opportunity to acquire what they missed. Remedial instruction, combined with modifications according to learning strengths and weaknessees, can enable persons with learning disabilities to see positive effects from their efforts in the workplace and at home.

What Are Learning Disabilities?

Although individuals with learning disabilities usually have average to above average intelligence and the potential for achieving in a wide variety of areas of adult life, they may be characterized as lazy, irresponsible and unmotivated. Generally the term "learning disabilities" refers to a broad spectrum of processing disorders that arise from inaccurate information received through the senses, an inability to remember or integrate information, or difficulty with oral, written, and nonverbal expression. The description used by the Learning Disabilities Association of America (1986) is as follows:

> "Specific learning disabilities is a chronic condition of presumed neurological origin which selectively interferes with the development, integration, and/or demonstration of verbal and/or nonverbal abilities. Specific learning disabilities exists as a distinct handicapping condition which varies in its manifestations and in degree of severity. Throughout life the condition can affect self-esteem, education, vocation, socialization, and/or daily living activities."

This description points out that learning disabilities are naturally part of the individual and not a set of behaviors that have been acquired. It also points out that no specific area will be affected in every individual; in other words, each individual with learning disabilities has a unique set of learning difficulties and those difficulties will always be present. Individuals, however, can learn to cope with those difficulties. As indicated, learning disabilities affect all aspects of life and can cause problems with self-esteem, interpersonal relationships, and independent living skills. As mentioned earlier, a learning disability is indicated by problems in taking in, storing, retrieving or expressing information. As research and experience have shown, learning disabilities are not related to mental retardation in any way. Rather, learning disabilities reflect a discrepancy between an individual's ability and performance levels and the assumption is usually that the individual has at least average intelligence. The measurement of ability and performance, either in formal testing or in the instructional setting, can be particularly frustrating in that results will most likely be inconsistent. That is, in one area, the student will demonstrate high to very high aptitude and achievement, while, in another area, results will indicate below average to very low performance.

Characteristics (Indicators) of Adults with Learning Disabilities

Not all individuals who encounter problems learning to read have specific learning disabilities; however, various researchers (Travis, 1979) document that anywhere from 30% to 80% of those involved in literacy programs display characteristics typical of individuals with learning disabilities. **For tutors, the issue is how to determine whether the problems demonstrated by the student come from a lack of instruction or from identifiable learning disabilities.** In addition, tutors must consider how best to proceed to encourage development in literacy.

Since most instruction in literacy programs is one-on-one or in small group, literacy teachers have a good opportunity to observe behavior and to assess the effectiveness of the student's learning efforts. The first indicator that the problem may be more complex than a simple lack of instruction is the level of frustration felt by both the instructor and the student. When the instructor has used all of the resources readily available and has been creative in developing new approaches, yet the student still does not make good progress, it is fair to assume that the problem may involve the student's learning processes.

Some behaviors initially apparent to instructors of adults identified as learning disabled, and usually sustained over time, appear as listed below. It must be noted that not all incidents of these behaviors necessarily indicate a learning disability; neither will all the listed behaviors be apparent in any one individual.

Hyperactivity

- moves constantly/restless
- talks a lot, frequently with incomplete thoughts
- appears to be unable to relax
- displays poor motor coordination
- appears to be moody

Hypoactivity

- reacts slowly
- works slowly, sometimes sits and does nothing
- does not look people in the eye
- seems unemotional
- perseverates (stays with a task, even when finished)
- seems accepting of all situations

Attention Problems

- daydreams
- seems confused
- has difficulty concentrating
- seems bored/uninterested
- fails to finish lessons/projects
- makes careless mistakes
- uses poor work habits/is disorganized
- is easily distracted by others, by noises, by any activity

Impulsivity

- acts without thinking and is unconcerned about consequences
- speaks at inappropriate times
- says one thing and means another
- does not work well independently
- does not stay with a task

General

- does not interpret correctly what others say
- is clumsy
- misunderstands social cues and nonverbal communication (stands too close to people during conversation, does not know when or how to end a conversation, etc.)
- exhibits memory problems
- displays poor decision-making skills
- displays poor fine motor skills (handwriting, needlework, for example)
- uses poor social skills (has difficulty relating to others)
- may confuse left/right, up/down, East/West, etc.

Note: Some of the above was adapted from "Was I Misdiagnosed? Thoughts for Mental Health Professionals" by Nonnie Star, CSW.

Also in the behavioral area are issues related to time management. Many individuals with learning disabilities have difficulty with being late for work or appointments, procrastinating, and generally just not being aware of the passage of time. These problems can cause a variety of complications on the job as well as in educational settings.

Assessment

For the student to gain maximum benefit from literacy efforts and to give tutors more comprehensive information on how to work with each student, assessment for possible learning disabilities may be appropriate. Such assessment can provide full information about the student's school experience, learning and cognitive styles (how a person processes information), and academic strengths and needs.

Types of Assessment:
Assessment can take many forms. In working with adult literacy students, different types of assessment should be considered. Tutors and literacy directors will need to decide whether formal or informal assessments are appropriate. The student's academic and personal goals should be given careful consideration and purposes for assessment should be clarified before the process is undertaken. Some literacy students want to learn to read for personal satisfaction while others need the skills for career or educational advancement.

Formal Assessments

Formal assessments, administered by professionals, such as the Woodcock-Johnson Psychoeducational Battery-Revised and the Wechsler Adult Intelligence Scale-Revised, (WAIS-R) can provide information about cognitive styles and academic strengths and needs. Information gathered from these tests give the instructor a comprehensive view of how the student learns, which academic skills are strong, and which are weak. For example, information about slow visual-perceptual speed can indicate that the student will need extra time to perform reading tasks.

School Records

School records may be available to provide information and insight to facilitate current efforts. To obtain school records, a request must be in writing from the student. Special education folders may contain past psychological and educational evaluations in addition to Individualized Education Plans, while regular cumulative folders usually have information supplied by former teachers and results from routine standardized testing. These materials should be beneficial to the literacy program staff persons in developing appropriate instructional approaches.

Informal Assessments

For some students a simple instrument such as the Academic Assessment Instrument for Literacy Students (see Appendix 1) may be helpful in providing anecdotal information (personal accounts) directly from the student. Observations also are part of an informal assessment. The literacy instructor's impressions of how a student works are valuable in designing appropriate instruction and in choosing materials to meet the student's needs.

Learning Strengths and Needs

In addition to school records, anecdotal information, observations, and formal psychoeducational evaluations, information about learning modalities can provide direction in choosing instructional techniques and materials. Teachers need to be cautious in selecting instructional methods to assure that those chosen reflect the student's strengths and needs and not the teacher's own preferences and strengths. The information gathered about how the student learns must be taken in its entirety to develop appropriate techniques. In addition to facilitating the current educational process, this may be helpful to the client in understanding past successes or failures in school. Teaching methods which fail to capitalize on students' strengths may also fail to be effective. For example, the use of a phonetic approach for reading instruction with a student who has difficulty with auditory learning and who does not comprehend sounds appropriately or in the correct sequence will prove frustrating to both the tutor and the student. Greater success might be achieved by using more multi-sensory methods such as language experience.

General Assessment Information

The objective of assessment is to find out how a person learns and how instruction can be tailored to meet individual needs. An assessment can also formally identify someone as having a learning disability. Information about formal assessment can be obtained from resources listed in the Resources section. Those include state Learning Disabilities Association offices, public school systems, state and local Vocational Rehabilitation offices, local colleges and universities, mental health centers, and private psychologists trained in learning disabilities. Some students will need formal assessments as part of their preparation process for General Education Development (GED) testing for a high school equivalency diploma. Documentation of an existing disability will allow the student to obtain testing accommodations such as extended time. Other students may ultimately be interested in attending a postsecondary institution and will need documentation to access services. Having learning disabilities documentation will entitle the student to support services and academic accommodations under Section 504 of the Rehabilitation Act, and to employment accommodations under the Americans with Disabilities Act (ADA) of 1990 . Regardless of the final diagnosis, however, helpful information can be garnered from the assessment process.

Learning Styles or Preferences

Individual preferences in various ways of learning have been recognized by educators in all types of educational settings. Just as in formal school situations students reflect diverse academic strengths, literacy students also reflect those same variations. Learning styles can be assessed by looking at cognitive factors (how things are perceived and dealt with), environmental factors (what the instructional area is like in terms of light, temperature, furnishings, etc.), affective factors (who is involved in the learning process and how the student feels about those involved), or by looking at a combination of all three. Assessment can be implemented with formal instruments available through test publishers or with informal, tutor-designed instruments and methods.

A less formal assessment may simply consist of asking a student how they would go about memorizing a long list of number or words. Those who prefer and work better with auditory learning will repeat the list to themselves or ask to have the list read to them, sometimes repeatedly. Those who find visual cues more helpful may study the list simply by looking at it and memorizing either the items or the pattern of the numbers or words. Others may want to copy the list, rearranging the items in some particular way that makes more sense to them.

Information gathered about learning styles actually has broader implications for tutors than for students since tutors can manage the learning environment to provide the best learning situation possible. Learning styles concepts and instruments such as the 4MAT System* (McCarthy, 1980) or the C.I.T.E.** (Wisconsin Vocational Studies Center) combine information from the cognitive, environmental, and/or affective areas to provide the specifics that the tutor can use in designing instruction that will meet the needs of the individual student. Student involvement in selecting relevant goals is strongly recommended. Students involved in setting their educational goals and knowledgeable about how they learn tend to stay in literacy programs long enough to achieve significant progress and tend to maintain more positive outlooks.

*Information about 4MAT is available from EXCEL, Inc., 200 W. Station Street, Barrington, IL 60010.

**Information about the C.I.T.E. is available in the Wisconsin Vocational Studies Center publication listed in the references.

Tips for Literacy Providers - Instructional Accommodations

Using all available information, literacy tutors can experiment with a variety of techniques, modifications, and accommodations for each student that capitalize on identified strengths and compensate for weaknesses. Although the following ideas have proven helpful for some students, they may not succeed with a particular student. Realistic, short term goals can keep the student involved and motivated. As the student reaches each goal, positive reinforcement is particularly important. Tutors are urged to be creative and to explore their own ideas in developing instruction for their students.

GENERAL TECHNIQUES

- present information in small manageable steps
- structure activities
- provide frequent feedback
- prepare handouts in typewritten form

- teach new materials in concrete ways (give examples)
- teach organizational skills such as color coding and filing
- relate new material to student's everyday life

- discuss and study new vocabulary words before they appear in the instructional material
- experiment with the use of large print

- use graph paper to help with letter spacing in writing
- provide outlines for lessons on new material
- prepare students for changes in routines
- teach students to proofread for each other

- rephrase questions both during discussions and on exams
- make frequent eye contact

- set up instructional space away from distractions (away from the door, windows, or heating/air conditioning units)
- encourage student questions

- restate information on test questions in a variety of ways

- use a sheet of colored transparency material to change the contrast between ink and paper on duplicated materials

TO CAPITALIZE ON AUDITORY STRENGTHS:

- use Books on Tape from Recordings for the Blind and/or Talking Books from state libraries for the blind (see resource list)
- encourage students to read along with taped texts
- use interactive activities during class time
- use oral testing
- use oral as well as written directions
- let students read together aloud
- ask students to repeat directions orally

- have students read aloud or subvocalize (form the words without saying them out loud)
- speak in even, measured tones
- use music and rhythms to reinforce learning

- encourage students to read first drafts of written work aloud

- encourage students to tape "write" first drafts and/or tape test answers

TO CAPITALIZE ON KINESTHETIC (relating to movement) AND TACTILE (relating to touch) STRENGTHS:

- teach and encourage the use of mnemonics (devices for memorizing information)
- be well prepared for each session
- use untimed tests
- use multiple choice tests

TO CAPITALIZE ON VISUAL STRENGTHS:

- use graphics to reinforce learning
- in math, encourage the use of a number line
- use color coding
- write directions for assignments

- use a "highlighter" to call attention to key words or phrases, especially during testing

- teach the use of alternative notetaking systems such as outlining, graphing, flow charting,and diagraming
- form a mental picture of words or facts to be memorized

- use hands-on activities
- use simulation and board games
- pair students to work together on assignments
- allow for frequent breaks from studying
- change activities frequently
- touch students on the arm or shoulder to re-focus attention
- trace letters and words to learn spelling
- use the computer (i.e. word processing spell checks)

- memorize or drill for rote learning while walking or exercising

- provide opportunities for touching and handling instructional materials (manipulatives)
- use a calculator or abacus in math

- use index cards rather than notebooks for notetaking

Note: These listings are adapted in part from Scheiber, B. & Talpers, J. (1987). Unlocking potential and from U. S. Department of Education. (April, 1990). "Instructional Strategies for Adults with Learning Disabilities."

Resources

Materials and Publications:

Books:

Doehring, D. G., Trites, R. L., Pate, P.G., & Fiedorawicz, C. (1981). Reading disabilities The interaction of reading, language, and neuropsychological deficits. Don Mills Ontario: Academic Press Canada, Ltd. (address: 55 Barber Greene Road, Don Mills, Ontario M3C 2A1)

Johnson, D. J. & Blalock, J. W. (1987). Adults with learning disabilities, Clinical studies. Orlando FL: Grune & Stratton. (zip code 32887)

Richek, M. A., List, L. K., & Lerner, J. W. (1989). Reading problems: Assessment & teaching strategies (2nd Edition).Englewood Cliffs NJ: Prentice-Hall, Inc. (zip code 07632)

Ross-Gordon J. (1989). Adults with learning disabilities: An overview for the adult educator. Columbus OH: ERIC Clearinghouse on Adult Career and Vocational Education.

Booklets:

"Another Chance: The Comprehensive Learning Program for Adults with Learning Disabilities"
Fordham University Lincoln Center
Room 1004
New York, NY 10023
(212) 841-5579

"Bringing Literacy Within Reach A Guide for Identifying and Teaching Adults With Learning Disabilities
Learning Disabilities Association of Canada
323 Chapel Street, Suite 200
Ottawa, Ontario KIN 722 (in press, available fall of 1991)
(613) 238-5721

"LD, Not Just a Problem Children Outgrow"
President's Committee on the Employment
of People with Disabilities"
1111 20th Street NW, Suite 607
Washington, DC 20036

"Literacy and Learning Disabilities: A Handbook for Literacy Workers"
by June W. Karassik

Learning Disabilities Association of Canada
323 Chapel Street, Suite 200
Ottawa, Ontario KIN 722
(613) 238-5721

"Steps to Independence for People with Learning Disabilities"
Closer Look
Parents' Campaign for Handicapped Children and Youth
Box 1492
Washington, DC 20013

"The College Student with a Learning Disability" by Susan Vogel
Learning Disability Association of America
4156 Library Road
Pittsburgh, PA 15234-1390
(412) 341-1515
(412) 341-8077

" Adults with Learning Disabilities : An Overview for the Adult Educator " by Jovits M. Ross - Gordon
ERIC Clearing House on Adult, Career & Vocational Education
The Ohio State University
1900 Kenny Road
Columbus, Ohio 43210 - 1090

Newsletters:

The Institute for the Study of Adult Literacy
The Pennsylvania State University
204 Calder Way, Suite 209
University Park, PA 16801
(814) 863-3777

(Copies of a final report entitled "Learning and Coping Strategies Used by Learning Disabled Students Participating in Adult Basic Education and Literacy Program" are also available from Penn State for about $8.00)

National Network of Learning Disabled Adults (NNLDA)
808 N. 82nd Street, Suite F2
Scottsdale, AZ 85257
(602) 941-5112

Videos:

I'm Not Stupid"
Learning Disabilities Association of America
4156 Library Road
Pittsburgh, PA 15234-1390
(412) 341-1515

Multi-media training package on learning disabilities
(Includes 5 videos with coordinated written materials, as well as information to assist trainers in planning workshops based on the video presentations.)
National Center for Learning Disabilities
99 Park Avenue
New York, N.Y. 10016
(212) 687-7211

Teaching Adults with Learning Disabilities Series
"Identifying the Characteristics"
"Instructional Strategies"
State of New York Department of Education
Albany, N.Y. 12234

Organizations and Agencies:

ABE and Literacy Resource Center
Virginia Commonwealth University
1015 West Main Street Box 2020
Richmond, VA 23284-2020

Association on Handicapped Student Service Programs in Postsecondary Education
Box 21192
Columbus, OH 43221
(614) 488-4972
Dr. Jane Jarrow, Executive Director

Barbara Bush Foundation for Family Literacy
1002 Wisconsin Avenue, NW
Washington, DC 20007
(202) 338-2006
Benita Somerfield, Executive Director

Comprehensive Learning Program
(Literacy Program for Adults with Learning Disabilities)
School Consultation Center
Fordham University

Lincoln Center
Room 1004
New York, NY 10023
(212) 841-5579
Dr. Rosa Hagin, Project Director

ERIC/NCLE (National Clearinghouse on Literacy Education)
Center for Applied Linguistics
1118 22nd Street NW
Washington, DC 20037
(202) 429-9292/9551)

GED Testing Service (Special Testing)
One Dupont Circle, NW
Suite 20
Washington DC 20036
(202) 939-9490

HEATH Resource Center
One Dupont Circle
Suite 670
Washington DC 20036-1193
1-800-54-HEATH (in Washington area-202-939-9320)
Rhona Hartman, Director

Interagency Committee on Handicapped Employees
Equal Employment Opportunity Commission
2401 E Street, NW
Washington, DC 20507

Learning Disabilities Association of America
4156 Library Road
Pittsburgh PA 15234
(412) 341-1515
Jean Petersen, Executive Director

National Center for Learning Disabilities
(formerly the Foundation for Children with Learning Disabilities)
99 Park Avenue
New York, NY 10016
(212) 687-7211

National Library Service for the Blind and Physically Handicapped
(for referral to state libraries)
1291 Taylor Street NW
Washington DC 20542
(202) 707-5100

National Information Center for Children and Youth with Handicaps
P.O. Box 1492
Washington, DC 20013

National Network of Learning Disabled Adults
808 West 82nd Street, Suite F-2
Scottsdale AZ 85257
(602) 941-5112

Orton Dyslexia Society, Inc.
724 York Road
Towson MD 21204
(301) 296-0232

President's Committee on Employment of People with Disabilities
1111 20th Street, NW
Suite 608
Washington DC 20036
(202) 653-5010

Project on Adult Literacy
Suite 415
440 First Street, NW
Washington, DC 20001
(202) 783-7058

Project PLUS, Project Literacy USA
4802 Fifth Avenue
Pittsburgh, PA 15213
(412) 622-1491
Ricki Wertz, National Outreach Director

Recordings for the Blind
20 Roszel Road
Princeton NJ 08540
(609) 452-0606 or (800) 221-4792/3
Attn: Pam Wilkison

(For taped textbooks from fifth grade reading level through college)

U. S. Department of Education
Division of Adult Education and Literacy
Attn: William Langner
Room 4416
Switzer Building
7 D Street, SW
Washington DC 20202
(202) 732-2410

Toll-Free Numbers

Center for Special Education Technology Information Exchange
800-354-8324
Job Accommodation Network
800-526-7234
Orton Dyslexia Society
800-222-3123
Literacy Hotline Contact Center
800-228-8813

Conclusion

Individuals who choose to attend literacy programs are to be commended. For some reason, school did not provide the needed skills, yet they now are willing to re-enter an academic setting to learn to read and write. Literacy program staff persons and volunteers are in a unique position to provide support and to facilitate the learning process. Perseverance on the part of the student, positive reinforcement from the tutor, and patience on the parts of both are major factors in making the literacy effort successful.

The critical factor, however, is the literacy tutor. The expertise, enthusiasm, dedication, and patience demonstrated by literacy tutors are invaluable. Whether the expertise be from formal training or from innate skills and a desire to work with others, literacy tutors are making the difference for an increasing number of adults all over the country. Increasing literacy levels for Americans is a reasonable goal and literacy tutors are well on the way to achieving that goal.

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U.S. Department of Education, Clearinghouse on Adult Education and Literacy. (April, 1990). "Instructional Strategies for Adults with Learning Disbilities." Washington DC: Author.

Wisconsin Vocational Studies Center, University of Wisconsin-Madison. (nd). Puzzled about educating special needs students?: A handbook on modifying vocational curricula for handicapped students. Madison WI: Author.

Appendix 1

Academic Assessment Instrument for Literacy Students*

Please answer the following questions as honestly as you can. This information will be used in helping you be successful. Thanks for your cooperation.

1. Do you like school?
2. Do you consider yourself a good student?
3. Have you had problems with school in the past?
4. Have you repeated a grade?
5. Have any of your family members had difficulty with school?
6. How much schooling have you had?
7. Have you found teachers and other school personnel to be helpful? Please comment.
8. How well do you think you'll do in this program?
9. What would help you do well?
10. Usually, do you do as well on standardized tests as on teacher made tests?
11. Why are you enrolling in this program?
12. What are your long-range goals?
13. Academically, what are your best skills? In what areas do you think you'll need help?
14. Do you consider yourself a good writer?
15. Do you have a job?
16. What kind of work do you do? Part-time? Full-time?
17. What kinds of jobs have you had?
18. What kind of job would you like to have? Please comment.

* Based on "The Academic Styles Inventory." The postsecondary learning disabilities primer A training manual for service providers. (1989). Cullowhee NC: The Learning Disabilities Training Project.

Appendix 2

List of Common Approaches to Teaching Reading in Literacy Programs

This list of instructional approaches for teaching reading should serve only as a guide in choosing a teaching process for adults with learning disabilities in literacy programs. It is strongly recommended that literacy program personnel consult with reading professionals to choose instructional approaches that will meet the needs of the students.

Diagnostic/Prescriptive Approach—involves doing diagnostic testing to determine specific areas of need and then teaching directly to address those needs.

Eclectic Approach—describes choices made among a variety of programs and approaches combined to provide a rich, varied instructional design.

Individualized Reading Approach—allows the reader to select reading materials and to proceed at an individual pace.

Language Experience—utilizes the language that the student is already using to develop reading, writing and speaking skills.

Laubach Method—relies heavily on phonetic language.

Whole Language Methods—focuses on learning language through all the senses.

Notes

Learning Disabilities Association (LDA) Membership Application Form

____ I want to become a LDA member. Enclosed is $25.00.

____ new member ____ renewal

____ I want to help LDA. $_____ is enclosed.
(Contributions to LDA are tax deductible.)

____ Send me information about my state affiliate.

Where did you learn about LDA? _____

Name _____

Address _____

_____
(City) (State) (Zip)

Mail to:

Learning Disabilities Association of America
4156 Library Road
Pittsburgh, PA 15234-1390

The Learning Disabilities Association is a nonprofit organization of parents and professionals whose purpose is to advance the education and general welfare of children and adults who have learning disabilities.

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